



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Oxford Hills Comprehensive H S

SAU: RSU 17 / MSAD 17

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# 2010-2011 NCLB Report Card



**School:** Oxford Hills Comprehensive H S  
**SAU:** RSU 17 / MSAD 17  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	279	267	96	48	48	49	10	38	36	16	250	17
	2009-2010	255	242	95	47	47	47	10	37	33	20	224	18
Female	2008-2009	135	129	96	56	56	53	12	44	33	11		
	2009-2010	147	142	97	51	51	49	10	41	32	17		
Male	2008-2009	144	138	96	40	40	46	8	32	38	22		
	2009-2010	108	100	93	42	43	46	11	31	33	25		
Caucasian/White	2008-2009	271	260	96	48	48	50	9	38	36	16		
	2009-2010	243	230	95	47	47	48	11	36	33	20		
African American/Black	2008-2009	1	1	100			26						
	2009-2010	7	7	100			28						
Hispanic	2008-2009	3	3	100			38						
	2009-2010	4	4	100			42						
Asian or Pacific Islander	2008-2009	2	2	100			46						
	2009-2010	1	1	100			41						
American Indian or Native Alaskan	2008-2009	2	1	50			32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	141	132	94	42	42	34	8	34	36	23		
	2009-2010	126	114	90	43	43	31	9	34	34	23		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	28	27	96	63	63	16	37	26	15	22		
	2009-2010	22	21	95	67	68	16	38	29	10	24		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Oxford Hills Comprehensive H S  
**SAU:** RSU 17 / MSAD 17  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	279	275	99	47	47	42	6	41	34	19	258	17
	2009-2010	255	241	95	39	40	45	5	34	39	22	224	17
Female	2008-2009	135	132	98	50	50	41	6	44	33	17		
	2009-2010	147	142	97	41	41	43	5	36	39	20		
Male	2008-2009	144	143	99	44	44	43	6	38	34	22		
	2009-2010	108	99	92	37	38	47	6	31	37	25		
Caucasian/White	2008-2009	271	267	99	47	47	43	6	41	34	19		
	2009-2010	243	229	94	40	40	46	6	34	38	22		
African American/Black	2008-2009	1	1	100			16						
	2009-2010	7	7	100			22						
Hispanic	2008-2009	3	3	100			29						
	2009-2010	4	4	100			40						
Asian or Pacific Islander	2008-2009	2	2	100			52						
	2009-2010	1	1	100			51						
American Indian or Native Alaskan	2008-2009	2	2	100			21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	141	138	98	41	41	26	8	33	32	28		
	2009-2010	126	113	90	38	38	28	7	31	40	22		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	28	27	96	59	59	12	48	11	15	26		
	2009-2010	22	20	91	65	67	14	50	15	20	15		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Oxford Hills Comprehensive H S
<b>SAU:</b>	RSU 17 / MSAD 17
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	96	96	47	47	48	96	96	96	44	44	43	69	69	80
Caucasian/White	96	96	96	47	48	49	95	95	96	44	44	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	93	93	94	42	42	32	92	92	94	40	40	27			
Students with Disabilities	*	*	92	64	65	16	*	*	91	61	62	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2010-2011 NCLB Report Card Maine Teacher Quality Data



**School:** Oxford Hills Comprehensive H S  
**SAU:** RSU 17 / MSAD 17



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	36	8	24	2	13	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.67

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>